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AUTHOR	Johnson, Andrew P.
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ABSTRACT

This document contains a set of guidelines, forms, and checklists, for student teaching. It is a guide for students, teachers, faculty, advisors, and administrators at Mankato State University, Minnesota, and in the public schools. All of the ideas within the document can be adapted for use in a variety of clinical experiences or student teaching programs. After defining relevant terms, the document outlines the cooperating teacher's role in observation, preteaching, student teaching, and evaluation. It explains that student teaching experiences will vary, and it presents the performance-based standards expected of student teachers at Mankato State University and described by the Minnesota Board of Teaching and the Interstate New Teacher Assessment and Support Consortium. The next section examines the university supervisor's role. The final section lists six objectives that student teachers should achieve by the end of the experiences. The appendixes, which comprise the bulk of the document, include: a cooperating teacher's checklist of time line of activities; a student teaching observation form; a mid-term and final progress report; a checklist of elementary experiences; a checklist of secondary and other experiences; lesson plans; and a videotape/audiotape analysis form. (SM)

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Student Teaching Handbook

by
Andrew P. Johnson, Ph.D.
Minnesota State University, Mankato
Mankato, MN 56001
(507) 389-5660
andrew.johnson@mankato.msus.edu

ED 450 088

This document contains a set of guidelines, forms, checklists, observations forms, a weekly planning form, a lesson plan format, and a form used to analyze lessons that have been recorded on video tape or audio tape. All the ideas contained here can be adapted for use in a variety of clinical experiences or student teaching programs. It is my hope that others may use these ideas to help prepare pre-service teachers to meet the demands of classroom life. I will be more than happy to answer any questions related to the documents found here. I can be reached at the address above.

Andrew Johnson
24 January 2001

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A.P. Johnson

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PREFACE

This booklet is provided as a guide to students, teachers, faculty, advisors, and administrators at Mankato State University, and in the public schools, each of whom contribute directly to the student teaching process. The professional service rendered by teachers, principals, and others is greatly appreciated by the faculty. Mankato State University is committed to maintaining an ongoing relationship, and expresses thanks to public school colleagues who make student teaching a vital part of teacher preparation.

OBJECTIVE

Student teaching is the culminating field experience providing the opportunity for students to demonstrate skill and knowledge in teaching, to put their preparation into practice, and to carefully reflect on teaching and the nature of learning. The role of the university supervisor is to provide the feedback and insight necessary to help student teachers reach their full potential.

TERMS

These terms will be referred to throughout this handbook:

Cooperating Teacher: A classroom teacher who works individually with a student teacher for a 10-week period.

Student Teacher: A university student who is completing his/her preservice training by teaching with guided supervision in a classroom.

University Supervisor: An official assigned by Mankato State University to supervise, instruct, and give feedback to a student teacher.

Director of Student Teaching: A Mankato State University faculty member who is responsible for making student teaching placements.

THE STUDENT TEACHING EXPERIENCE

The Cooperating Teacher

It is hoped that student teaching will be a mutually beneficial experience for classroom students, student teachers, and cooperating teachers, and that all parties will experience growth as a result. This section outlines the cooperating teacher's response to observation, pre-teaching, student teaching, and evaluation.

Observation Skills - The cooperating teacher will assist the student teacher with his/her observation using some or all of the following:

1. Discuss daily lesson plans with the student teacher prior to teaching.
2. Have the student teacher observe and comment on various parts of a lesson, i.e. introduction, input, supporting activities, closure, etc.
3. Discuss ways to accommodate individual differences within the boundaries of the classroom and the curriculum.
4. Help the student teacher become familiar with various teaching and curriculum materials.
5. Familiarize the student teacher with duties that are apart from the actual teaching.
6. Help the student teacher analyze discipline cases that arise. Here, the teacher will discuss possible sources of the problem and various proactive/reactive strategies.
7. Use the Cooperating Teacher's Checklist to guide the sequencing of student teaching experiences (Appendix A).

Pre-teaching Participation - It is recommended that the student teacher assume some classroom responsibilities preceding his/her actual teaching experience. These responsibilities will vary from school to school and at different grade levels. A major objective of such participation is to help the student teacher gain confidence. Possible activities include supervising lunchrooms or playgrounds, administering and checking tests, assisting the teacher in a lesson, helping individuals and small groups, and sharing in teacher planning.

Teaching Experience - The student teaching experience should include observation, pre-teaching participation, and teaching. As the student teacher repeats this cycle throughout student teaching s/he should gradually assume more responsibility for planning, teaching, and evaluation. The student teacher should begin the term with small responsibilities and build into full time teaching. The student teacher should take full responsibility for the class for a minimum of two weeks (10 instructional days) near the end of the term.

Evaluation of the Student Teacher - Feedback and evaluation by the student teacher, the cooperating teacher, and the university supervisor are important parts of the pre-professional experience.

1. Formative evaluation is ongoing, allowing the student teacher to reflect and grow. The Student Teaching Observation Form (Appendix B) can be used towards this end by the university supervisor, the cooperating teacher, and the student teacher.
2. Evaluation and feedback must be continuous and include self-evaluation. It is necessary that evaluations be carried on in a cooperative spirit, that a variety of criteria be used to determine success, and that various sources of evidence be obtained.
3. The student teacher must recognize the right of the preparing institution

and public education officials to use their final evaluation in student teaching in the certification and placement process. Students will receive a copy of their final evaluations.

4. How each university supervisor chooses to handle observation and assessment is a matter of individual preference. However, university supervisors will make a minimum of six observations with written feedback, three of which will include a follow-up conference.
5. A mid-term and final conference will be held to identify strengths and set future goals. This will be a three-way conferences between the student teacher, the cooperating teaching and the university supervisor. The Progress Report shall be used here (Appendix C).

The Student Teacher

Student teaching experiences will vary. If you teach in more than one district or school, you can expect to encounter different materials, teaching styles, and education philosophies. This section outlines the performance-based standards expected of the student teacher by Mankato State University and described by the Minnesota Board of Teaching and the Interstate New Teacher Assessment and Support Consortium (INTASC).

1. School Calendar and Seminars. The student teacher will follow the school calendar of his/her cooperating school and district and attend weekly seminars that will be arranged by the university supervisor.
2. Checklist. The student teacher will actively participate in the assigned education setting and record his/her experiences using the Checklist of Experiences (Appendix D).
3. Goal Setting. The student teacher will participate in goal setting activities, both long term and short term. One goal for all student teachers will be to assume full responsibility for planning, instruction, and evaluation for a period of two weeks prior to the conclusion of this experience.
4. Reflection. The student teacher will reflect on the teaching experience in one of three ways: (a) on back of each lesson plan, describing what was successful, what needs to change, and any ideas related to the lesson and teaching; (b) at the end of each day using a daily reflection log; or (c) as prescribed by the university supervisor using other types of journal activities.
5. Write lesson Plans. The student teacher will develop lesson plans that (a) are included in his/her notebook using the format provided, (b) are presented to the cooperating teacher at least one day in advance for his/her approval, and (c) are made available for all university and school personnel who observe him/her in the act of teaching. A weekly schedule and a lesson plan format are included here; both must be used (Appendix E).
6. Three-Ring Notebook. The student teacher will have a three-ring notebook to

keep lesson plans and weekly schedules. This must be in the classroom every day so that supervisor can examine lesson plans and reflections from previous lessons.

7. Special Assignments. The student teacher will participate in special assignments as needed. At times, the cooperating teacher or university supervisor may see the need for a special assignment unique to an individual's teaching style or situation. Such assignments are developed in an attempt to improve an individual's teaching style and should be viewed as such.
8. Audiotape/ Videotape. Technology can be an important asset in student reflection. The student teacher shall audiotape or videotape a minimum of one lesson during the term. This tape should include an analysis of the lesson and be included along with the three-ring notebook as part of the final assessment package (Appendix F).
9. Mid-Term and Final Conferences. The student teacher will review and fill out the Progress Report (Appendix C), and participate in mid-term and final conferences with the cooperating teacher and the university supervisor.

The University Supervisor

The university supervisor will make periodic classroom observations utilizing a number of supervisory strategies. These strategies are intended to provide feedback regarding the planning and teaching performance. The university supervisor will also conduct weekly seminars with student teachers to help in this end.

MAJOR OBJECTIVES

As a result of this experience, the student teacher should be able to:

1. plan and implement effective learning experiences.
2. reflect upon learning experiences, identifying strengths and weaknesses.
3. handle the daily mechanics and routine of classroom operation.
4. begin to develop and be able to describe a management philosophy and style.
5. begin to develop and be able to describe various methods for evaluating learning.
6. demonstrate organization, professional behavior, and commitment to the field of education.

APPENDIX A

Cooperating Teacher's Checklist of Time Line of Activities

This is a list of activities and a time line to help guide this student teaching experience.

Before the student teacher arrives

___ Review student's autobiography and application for student teaching.
___ Review the MSU handbook and note the expectations.
___ Prepare a work area for the student teacher.

The first day

___ Find space for personal belongs, i.e. coat, purse, papers, food, car.
___ Describe faculty room and/or lunch arrangements.
___ Go over school calender with vacations and special events.
___ Provide a copy of the teacher handbook.
___ Introduce to class.
___ Introduce to principal and other staff.
___ Make clear expected arrival and departure times.
___ Describe school norms for teacher dress.
___ Tell who to call in case of illness.
___ Exchange home phone numbers and E-mail addresses.
___ Provide a seating chart, class list, and daily schedule.
___ Arrange times for weekly or daily conferences or chats.
___ Share textbooks, manuals, and curriculum guides for assigned classes.
___ Put the student to work in some fashion.
___ Show school map and tour the school.

During the first two weeks

The student teacher should be familiar with the following areas:

___ how to work with paraprofessionals.
___ how to use mail boxes, bulletins, telephones, FAX, intercom system, etc.
___ the schedule of grading periods, staff meetings, and in-service meetings.
___ how to report accidents, operation of fire extinguishers, and evacuation procedures.
___ location of texts, materials, supplies.
___ how to obtain needed supplies.
___ access to computer(s) /network.
___ work room equipment.
___ attendance policies, reports.
___ handling excuses for absence, tardies, and make-ups.
___ reporting lunch count.
___ classroom behavior rules.
___ school policies and behavior rules.
___ discipline policies, including procedures for sending students to the office.
___ maintenance duties assigned to student.
___ homework policy of the classroom.
___ supervision of halls, restrooms, or bus loading.
___ playground access and rules.
___ access to building after regular hours.

The cooperating teacher should also:

___ determine areas and topics for teaching.
___ set up calendar for teaching schedule.
___ describe parameters of relationship and communications.
___ discuss expectations and goals for entire student teaching experience.
___ discuss expectations for lesson plan submission.

Before the student teacher takes over the class

The student teacher should know the following:

___ how to report incidents of abuse, suicide, harassment, injury, etc.
___ media center services and policies.
___ how to use audio/visual and computer equipment.
___ handling of grading and return of student papers and projects.
___ record-keeping and parent report system.
___ how to handle bus violations.
___ how to handle student illness and medications.
___ the procedures for students receiving special services.
___ the availability of planning time/location.
___ the procedures for contacting parents about behavior.

At the midterm

The cooperating teacher and the student teacher should:

___ complete the student teaching evaluation .
___ prepare for the midterm conference.
___ describe three strengths and three goals.

At the end of the term

The cooperating teacher should:

___ complete and share the student teaching evaluation.
___ prepare for the final conference.

Whenever it comes up

The cooperating teacher should:

___ use the MSU observation/feedback forms.
___ prepare for the final conference.

The student teacher should:

___ particpate in seminars and in-services.
___ access student records when necessary.
___ attend assemblies and other all-school activities.
___ participate in extracurricular activities involving students in the class.
___ interact with community agencies linking to school services.

APPENDIX B

Student Teaching Observation Form

Student Teacher: _____ Class/Subject: _____

Date: _____ School: _____

✓ is present
+ is present to a *greater* degree
- is present to a *lesser* degree
let's talk

A. PLANNING

___ 1. Demonstrates adequate planning.

___ 2. Lesson teaches to objective.

___ 3. Personalized lesson materials included.

___ 4. Input and activity supports objective.

___ 5. Lesson is interesting and appropriate.

B. INSTRUCTION

___ 1. Is enthusiastic.

___ 2. Uses modeling and guided instruction.

___ 3. Uses visual or supporting material.

___ 4. Objectives are stated.

___ 5. Uses high level questions and activities.

___ 6. Appears positive and professional.

C. PEDAGOGY

___ 1. Looks at students.

___ 2. Voice: Uses adequate volume and rate.

___ 3. Uses standard English and appropriate language.

___ 4. All students are included in the lesson.

___ 5. Students raise their hands to contribute.

D. MANAGEMENT

___ 1. Expectations are known by students.

___ 2. Materials are ready.

___ 3. Uses a proactive approach to management.

Observation made by: _____

APPENDIX C

Mid-Term and Final Progress Report

Describe three strengths displayed this quarter:

Describe three goals or areas that you want to work on.

STUDENT TEACHING EVALUATION
MINNESOTA STATE UNIVERSITY
Department of Curriculum and Instruction

NAME _____ SOCIAL SECURITY _____

SEMESTER _____ YEAR _____

SCHOOL(S) _____ CITY/STATE _____

GRADE LEVEL(S)/SUBJECT(S) _____

EVALUATOR _____ ☐ CLASSROOM SUPERVISOR ☐ UNIVERSITY SUPERVISOR

Directions: On each continuum place an **X** at the point which most accurately reflects how you think the student teacher performed on that outcome. **Competencies evaluated on this form are based on comparisons with the performance of other student teachers, not with those of experienced teachers.** Students who have one or more check marks in the "Not Acceptable" category will not pass student teaching.

I. CONTENT AND ORGANIZATION OF INSTRUCTION

Knowledge of Subject Matter
Possesses sufficient background knowledge to teach the academic discipline.

Focus on Objectives
Plans lessons that effectively help students achieve the objectives of the curriculum.

Knowledge of How Students Learn
Plans clearly and creatively to provide for varying backgrounds and abilities of students.

Assessment of Objectives
Uses multiple methods of assessment to diagnose needs, modify instruction, and evaluate student learning.

NOT ACCEPTABLE ☐ ADEQUATELY DEMONSTRATED → ENTRY LEVEL MASTERY

II. STRATEGIES AND SKILLS FOR EFFECTIVE INSTRUCTION

Instructional Strategies
Implements a variety of research-based teaching and learning strategies with clarity and proficiency.

Critical Thinking
Uses strategies to improve critical thinking and problem solving .

NOT ACCEPTABLE ☐ ADEQUATELY DEMONSTRATED → ENTRY LEVEL MASTERY

III. MANAGEMENT OF THE LEARNING ENVIRONMENT

Classroom Management
Organizes time and resources into a learning environment that develops self-esteem and fosters success.

Discipline
Attends student behavior in a positive manner; promotes self-esteem, responsibility, and mutual respect.

NOT ACCEPTABLE ☐ ADEQUATELY DEMONSTRATED → ENTRY LEVEL MASTERY

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NAME _____ GRADE LEVEL(S) SUBJECT(S) _____

IV. ROLE OF THE PROFESSIONAL

Communication Skills
Demonstrates skills in speaking, writing, and listening appropriate for a variety of purposes.

NOT ACCEPTABLE ☐ ADEQUATELY DEMON-STRATED ⟷ ENTRY LEVEL MASTERY

Commitment to Teaching
Exhibits enthusiasm, initiative, responsibility, and dedication to achievement of excellence.

NOT ACCEPTABLE ☐ ADEQUATELY DEMON-STRATED ⟷ ENTRY LEVEL MASTERY

Perspective of Self and Others
Values diverse perspectives, encourages feedback, establishes productive relationships, and exhibits realistic self-expectations.

NOT ACCEPTABLE ☐ ADEQUATELY DEMON-STRATED ⟷ ENTRY LEVEL MASTERY

COMMENTS AND SUMMARY STATEMENT
(provide specific examples)
For secondary students, please comment on performance within the academic discipline.

Evaluator's Signature _____ Date _____ Work Phone _____

APPENDIX D

Student Teacher: _____ School: _____

Cooperating Teacher: _____ Grade: _____

CHECKLIST OF ELEMENTARY EXPERIENCES

The following is a list of suggested experiences in student teaching. The examples listed are meant to serve as a guide. It is not expected that the student teacher will experience all items listed.

I. Curricular Areas - Briefly describe your experience in any of the following areas this quarter:

1. Reading

2. Language Arts

3. Mathematics

4. Science

5. Social Studies

6. Art

7. Other

II. Instructional Strategies - Check the instructional strategies used during the quarter and indicate the class or classes in which they were used.

Strategy	Class/Classes
1. whole class teaching	
2. simulation/games	
3. individualized instruction	
4. journal writing	
5. computer assisted instruction	
6. cooperative learning	
7. inquiry approach	
8. team teaching or planning	
9. thinking skills	
10. literature to enhance curriculum	
11. other	

III. Specialized Observation - List four specialist or specialized observations that were helpful this quarter. Examples: curriculum specialists, special education, G/T or high potential teachers, parent conferences, inservices, staff meetings, workshops, etc.

1.

2.

3.

4.

IV. Classroom Mechanics - Briefly describe those classroom duties you engaged in during the quarter:

1. morning meetings:

2. class sharing:

3. attendance:

4. record keeping:

5. room arrangement:

6. playground supervision:

7. parent letters or communication:

8. lunch count

9. other:

V. Evaluation - Briefly describe those methods of evaluation you utilized or observed during the quarter:

1. standardized tests

2. criterion-based tests

3. portfolio assessment

4. checklists

5. matrix

6. cumulative records

7. report cards

8. other

VI. Technology - Briefly describe your use of technology during the quarter.

1. computers

2. video equipment

3. internet

4. other

VI. Outside the Classroom - Briefly describe your experiences outside the classroom this quarter.

1. field trips

2. parent conferences

3. team meetings

4. educational conferences or workshops

5. extracurricular activities

6. other

VII. Other - Briefly describe any other significant experiences you feel are relevant to your insight and growth as a professional during the quarter.

APPENDIX D
(continued)

Student Teacher: _____ School: _____

Cooperating Teacher: _____ Grade: _____

CHECKLIST OF SECONDARY AND OTHER EXPERIENCES

The following is a list of suggested experiences in student teaching. The examples listed are meant to serve as a guide. It is not expected that the student teacher will experience all items listed.

I. Curriculum Area - Briefly describe your student teaching experience. What did it consist of? How did learning happen? What insight did you gain? What did you learn about teaching your particular subject area?

II. Instructional Strategies - Check the instructional strategies used during the quarter and indicate the class or classes in which they were used.

Strategy	Class/Classes
1. whole class teaching	
2. simulation/games	
3. individualized instruction	
4. journal writing	
5. computer assisted instruction	
6. cooperative learning	
7. inquiry approach	
8. team teaching or planning	
9. thinking skills	
10. literature to enhance curriculum	
11. other	

III. Specialized Observation - List four specialist or specialized observations that were helpful this quarter. Examples: curriculum specialists, G/T or high potential teachers, parent conferences, inservices, staff meetings, workshops, etc.

1.

2.

3.

4.

IV. Classroom Mechanics - Briefly describe those classroom duties you engaged in during the quarter:

1. morning meetings:

2. class sharing:

3. attendance:

4. record keeping:

5. room arrangement:

6. parent letters or communication:

7. other:

V. Evaluation - Briefly describe those methods of evaluation you utilized or observed during the quarter:

1. standardized tests

2. criterion-based tests

3. portfolio assessment

4. checklists

5. matrix

6. cumulative records

7. report cards

8. other

VI. Technology - Briefly describe your use of technology during the quarter.

1. computers

2. video equipment

3. the internet

4. other

VI. Outside the Classroom - Briefly describe your experiences outside the classroom this quarter.

1. field trips

2. parent conferences

3. team meetings

4. educational conferences or workshops

5. extracurricular activities

6. other

VII. Other - Briefly describe any other significant experiences you feel are relevant to your insight and growth as a professional during the quarter.

APPENDIX E

LESSON PLANS

Attached is a suggestion for handling lesson plans. The components should be compiled in a three-ring binder purchased by the student:

1. Weekly Schedule - The student teacher will record the schedule of lessons and activities that take place in the classroom each week. The student teacher will highlight those lessons or daily routines for which s/he is responsible.

2. Lesson Plan Format - In creating an individual lesson plan, all parts of this format should be accounted for. Post-instructional planning, reflection, and feedback should be engaged in by both the student teacher and the cooperating teacher.

Lesson Plan Parts

Listed below are a basic set of lesson plan parts that can be used flexibly to construct any type of lesson. When writing a lesson plan, start with a specific objective. In your lesson, be complete, descriptive, and sequential. Let the reader know exactly what you are trying to accomplish and how.

1. Objective. This is a definition of what exactly you want students to know or be able to do as a result of your instruction. What is it exactly that you want to teach? Students should be able to tell their parents what they learned in school that day, and their description should sound fairly close to your objective.

2. Introduction. This is a quick way to introduce students to the concept or material in your lesson. An introduction should link the new material to known concepts, arouse curiosity, and create interest. These are relatively brief (1 to 3 minutes), and are usually written last.

3. Input. List in outline form, exactly what you are going to teach. Questions for students should be recorded here. The reader of your lesson plan should be able to pick up your lesson plan and know exactly what the lesson is about, what information is going to be covered, and in what order. If you are teaching a skill or using an activity to teach a concept, the steps should be written out in sequence.

4. Activity. This is the manipulation of the input. Sometimes input and activity merge. Older students (high school and college) may be able to use more abstract activities to manipulate, although this is generally not the preferred method. Younger students need to physically manipulate or interact with the input in some fashion. Examples include: creative writing, drawing, simulation, discussion, problem solving, drama, graphing, worksheets, games, experiments, homework assignments, or thinking skills.

5. Closure/Review. This element varies, depending on the type of lesson. It is generally short, describing the main points covered in the lesson and sometimes, a preview of the next day's lesson.

WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday

Lesson Plan Format

Grade: _____ Date: _____ Time: _____ Subject: _____

I. Objective:

II. Introduction:

III. Input and Activities:

IV. Closure - Review

Materials Needed:

* Use the back side for post-instructional planing and reflection.

Reflection

I. What part of this lesson worked well?

II. What part of this lesson surprised you?

III. What would you do differently?

APPENDIX F

Video/Audiotape Analysis

Student:_____ Class: _____ Date:_____

Record one of your lessons using video or audiotape. Use this form to help you analyze the lesson and improve your teacher reflection.

Beginning the Lesson

1. Describe the pre-lesson activities. How did you get students ready? What did you do to indicate you were ready? What explicit instruction did you give?

2. What was your objective for this lesson? How did you do in communicating this to students?

3. How did you introduce the lesson? Did you do anything special here such as relate new information to students' lives or ask a question to prime the pump? What might you do differently here?

During the Lesson

1. Describe the information and directions given. Were you clear? Was the information logically organized? What might you do differently?

2. Describe your questions and discussions. Were your questions relevant? How many students participated in discussions? What might you do differently here?

3. Describe any activities you may have used. Did they relate to the objective and the lesson? Did it support the information given? Did students understand? Were students engaged? Frustrated? Bored?

4. Describe your use of language during the lesson. Did you use standard English? Did you use correct expressions e.g. "want" instead of "wanna"? Did you overuse some words such as "okay," "right," "like," or "you know"?

5. Use tally marks to indicate the number of times each of the following were present:

- *Open-ended questions:*

- *Closed-ended questions:*

- *Proactive management statements:*

- *Reactive management statements:*

6. Describe three strengths of this lesson.

7. Describe three ways in which you might refine or improve this lesson.

8. What interesting or important things did you notice here?